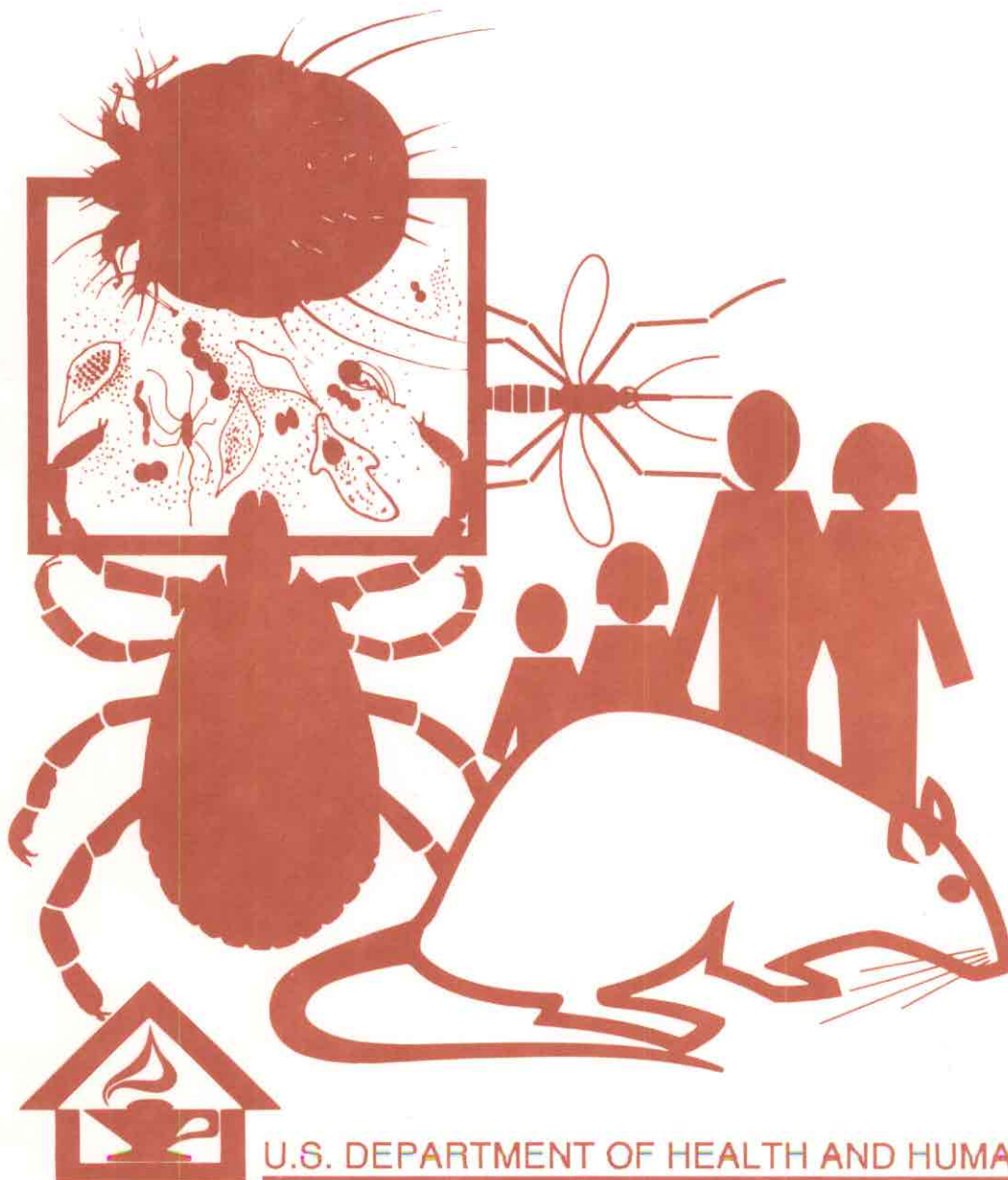


SELF-STUDY COURSE 3013-G

Vector-Borne Disease Control



4/91:5R

SELF-STUDY

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

PUBLIC HEALTH SERVICE
Centers for Disease Control
Public Health Practice Program Office
Atlanta, Georgia 30333

General Directions and Course Information

Vector-Borne Disease Control - Self-Study Course **3013-G**

STUDY MATERIALS:

You have been enrolled in the Centers for Disease Control's Self-Study Course 3013-G, "Vector-Borne Disease Control." The course consists of 13 reference manuals and 11 lessons with attached answer sheets. If any of these manuals, lessons, or pages, are missing, please let the Self-study staff know.

COURSE DESIGN:

This course is designed for persons who need a practical competence in vector-borne disease control. Only descriptive taxonomy is covered, but taxonomic keys and other aids are included in the study manuals so that students may pursue their individual interests.

OBJECTIVES:

The following objectives are presented as a guide for the student as to the specific skills or knowledge that should be acquired from careful reading and study of the assignments. The objectives serve two purposes. They constitute an outline that initially conveys the major points or target areas of the material to be studied. Then, after the lesson is completed, the objectives serve as a review and check for the student, who can use them to determine if sufficient gains have been made in skills and understanding.

It is important to note that the lesson itself should serve as an indication only of how well concepts and terms have been grasped. It is incumbent upon the student to master as much of the material as possible. Although it is believed that the questions and objectives are comprehensive, they cannot, because of obvious constraints, comprise an exhaustive treatment of the subjects assigned.

Students who successfully complete this course should be able to correctly:

- Identify selected arthropods of public health importance, their anatomical and physiological composition, and their biologic classifications.
- Identify selected types of insecticides, insecticidal formulations, factors affecting their selection and preparation, as well as precautions for their use.
- Select and apply formulas to use in diluting insecticidal concentrates, when given ingredients and quantities desired.
- Identify appropriate procedures for the selection of insecticide application equipment, methods of applying insecticides, and maintenance of applicator equipment.
- Identify component parts of selected insecticide application equipment, the functions of each part, and the relative importance of the equipment in delivering correct amounts of insecticidal formulations.
- Identify differentiating features of garbage, refuse, and rubbish, and identify the differentiating characteristics of selected methods of garbage and refuse disposal.
- Identify sanitation procedures used in insect and rodent control programs, and recognize the importance of integrated control programs.
- Identify and recognize the public health importance, biological aspects, and methods of control for flies, mosquitoes, fleas, lice, ticks, mites, and household and stored-food insects.
- Identify the methods of transmission of disease by selected arthropods; the diseases transmitted by each method; and, for selected diseases, the types of selected arthropods that commonly transmit them.
- Identify and recognize the public health importance of and biological factors in domestic rodent control, including rodent distribution, life history and behavior; rodent signs, and rodent population characteristics.
- Identify and recognize effects of rodents on human welfare and the habits of domestic rats and mice.
- Identify the basic principles of control of rodent populations and the application of the principles for organization of community rat-control programs, including sanitation, rodent killing, and ratproofing.

GENERAL DIRECTIONS:

The lessons in this course require reading reference material, and completing exercises and an examination. The examination that accompanies each lesson is open book and does not have to be completed at one sitting. If a question arises concerning a particular answer, the Self-study staff will gladly offer assistance.

A certificate of satisfactory completion is awarded to each student who makes a score of at least 70 percent on the final examination, taken under the supervision of a proctor. A re-examination is permitted if the initial score is below 70 percent. The final examination is optional for students who do not care for a certificate.

To get the most out of this course, establish a regular time and method of study. Research has shown that these factors greatly influence learning ability.

Self-study courses are "self-paced." However, we recommend that a lesson be completed within 2 weeks to ensure continuity of thought, retention of knowledge, and maintenance of interest.

If after **6 months** we have not heard from a student to whom we have sent course materials, **we will drop the student from our active files.** Re-enrollment will be by application only.

Reading Assignments:

Complete the assigned reading before attempting to answer any questions. Reading assignments by reference and inclusive pages are found in each lesson. Some answers to questions cannot be pinpointed in the reference, and questions can only be answered by integrating information from an entire lesson and previous lessons.

A casual reading of the reference can result in missing useful information that supports main themes. Read thoroughly and reread for understanding as necessary.

Assignments are designed to cover one or two major subject areas. However, as you progress, it is often necessary to combine previous learning to accomplish new skills. Review previous assignments if you find continuity of ideas or procedures is lacking.

Lessons:

After completing the reading assignment, answer the questions that you are sure you know. DO NOT GUESS. Remember, all lessons are OPEN-BOOK, so refer to the references when you are unsure of the answer. When you consult the references, it is important that you find not only an answer to a question, but also an understanding of the point being taught.

Questions:

Self-study lesson questions are objective, and they are either multiple choice or true-false. The questions emphasize the main points taught. The key to completing multiple choice and true-false questions is careful reading of the questions. They are designed to instruct, not to deceive. It is, however, incumbent upon the student to follow the instructions as stated. Answers should be reviewed.

For Multiple Choice Questions:

Read the stem carefully. Note that the question may ask, "Which is CORRECT?" as well as "Which is NOT CORRECT?" or "Which is the EXCEPTION?"

Read all four of the choices given. One choice may be a correct statement, but another choice may be more nearly correct or complete for the question that is asked. Unless otherwise noted, there is only ONE CORRECT answer.

To answer multiple choice questions, blacken the circle representing the answer which you think is most correct.

For True-False Questions:

Read the questions carefully. If any part of the statement is false, the entire statement is false.

On the answer sheet, use column "A" for True and column "D" for False.

YOU MAY KEEP THE COURSE MATERIALS AND THE GRADED ANSWER SHEETS. They will be valuable study guides for the final examination, and may be useful to you as permanent references.

The questions are designed so that upon successful completion of each lesson, the student will meet the criteria for the lessons. These criteria are delineated in the performance objectives given at the beginning of each lesson. Use these objectives as a guide to the competencies you should achieve.

Students should score 80 percent or higher on all lessons. It is believed that this will demonstrate comprehension and will facilitate success on future lessons and on the final examination.

We ask that the course materials and corrected answer sheets NOT BE REPRODUCED. We ask, also, that the course materials and corrected answer sheets NOT BE DISTRIBUTED TO OTHER PROSPECTIVE STUDENTS.

There are practical as well as ethical reasons for the above requests. Previous knowledge of answers or lesson questions does not benefit a person taking the final examination, where knowledge and skills must be demonstrated with no access to references. In addition, the lessons are revised periodically. Questions are revised, question order is altered, and other changes are made that would make the out-of-date materials useless or even harmful to another's progress.

PERSONAL PROGRESS SUMMARY:

The last page of these General Directions is a Personal Progress Summary sheet. Use it to record your progress by filling in the date completed and the score for each lesson. The scores should give you a quick review of your strengths and weaknesses so that study time for the final examination can be correctly distributed. We ask also that you record the approximate amount of time (in hours) that it took to complete each lesson, along with the total time used for the course (also in hours), and return the summary to us. When we receive this sheet, we will forward your final examination to your proctor. The information will be used to evaluate and update the course.

FINAL EXAMINATION:

The final requirement for the course is a closed-book, monitored examination, and it is recommended that students thoroughly review the questions included with each lesson before completing the examination. Students must score 70 percent or above in order to be awarded a certificate of successful completion, which carries 5.6 Continuing Education Units. Scores will be reported to the student.

It is our sincere hope that you will find this undertaking to be a profitable and satisfying one. We solicit your constructive criticism at all times and ask that you let us know whenever you have problems or need assistance. We congratulate you on this endeavor, and we shall watch your progress with keen interest.

**Please note: When we receive this completed sheet,
we will send the final exam to your proctor.**

PERSONAL PROGRESS SUMMARY

3013-G

Approximate

Used		Date		Time
No.	Lesson Title	Completed	Score	(In Hours)
1.	Arthropods of Public Health Importance	_____	_____	_____
2.	Insecticides	_____	_____	_____
3.	Insecticidal Equipment	_____	_____	_____
4.	Sanitation	_____	_____	_____
5.	Flies	_____	_____	_____
6.	Mosquitoes	_____	_____	_____
7.	Fleas and Lice	_____	_____	_____
8.	Ticks and Mites	_____	_____	_____
9.	Household and Stored-Food Insects	_____	_____	_____
10.	Rodent Biology	_____	_____	_____
11.	Rodent Control	_____	_____	_____
			Total	_____
			(In Hours)	_____

NAME: _____

Please return this sheet to:

ADDRESS: _____

 _____ Zip _____

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 Centers for Disease Control
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 Atlanta, Georgia 30333

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